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ABSTRACT

In the fall of 1988, a stratified sample of courses at City, Mesa, and Miramar colleges in the San Diego Community College District (California) were surveyed as part of a skills assessment research project. For classes into which students were placed on the basis of assessment test scores (in English writing and reading, and mathematics), student and faculty perceptions of the accuracy of placement tests were collected. Selected survey findings included the following: (1) districtwide, between 75.4% and 92% of the students felt that they were accurately placed in the surveyed English courses, while instructors responded that between 60% and 80% of students were appropriately placed; (2) the disparity of responses between students and faculty was greatest at City College, where less than 1 in 14 students (7.3%) felt that they should have been placed in a lower level English course as opposed to the faculty view that as many as 8 in 14 students (58.5%) should have been placed in a lower level course; (3) districtwide, between 83.7% and 87.4% of students felt that they had been placed in the appropriate math course, while faculty felt that between 69% and 84.3% of students were accurately placed; and (4) the disparity between student and faculty responses regarding more advanced placement was greatest at Mesa College, where faculty felt that between 3.7% and 7.8% of students should have been placed in a higher level math course as opposed to the view of some 10% to 17.8% of students that they should have been placed in a more advanced course. Data is displayed in two tables and 25 bar graphs of responses which make up the greater part of the document. (JMC)

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STUDENT AND FACULTY EVALUATION OF PLACEMENT RESULTS

Results of In-Class Surveys of Faculty and Students Regarding SDCCD Placement Practices and Results

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Research and Planning
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Introduction

A vital component in determining the equity of assessment and placement practices on student performance is examination of the validity or accuracy of these practices in placing students in coursework appropriate to their needs and abilities. One difficulty encountered in assessing the accuracy of placement results occurs when colleges have already implemented an assessment and placement system. Once students have been "pre-sorted" into courses based on skills assessment, validation of those placements in terms of success is limited because students with low skills often will have been screened from enrollment in college-level coursework. A central concern to the testing issue is the degree to which students who could have performed adequately had they been given the opportunity, were excluded due to low test scores or inaccurate assessment practices. However once an assessment system has been implemented many of the students performing poorly on assessment tests will have been excluded or discouraged from enrolling in college-level courses. Thus validation is extremely limited in terms of those students who are predicted to fail who in fact could have passed had they attempted the course. The use of a "cut-score" effectively elminates low-scoring students from certain classes. For the higher scoring group that is admitted, the remaining variation in testscores may indicate minimal relationship to variation student performance. Any post-implementation validation of an assessment system will be threatened by the fact that these students (false positives) are screened out prior to validation activities.

Unreliability of the Dependent Variable

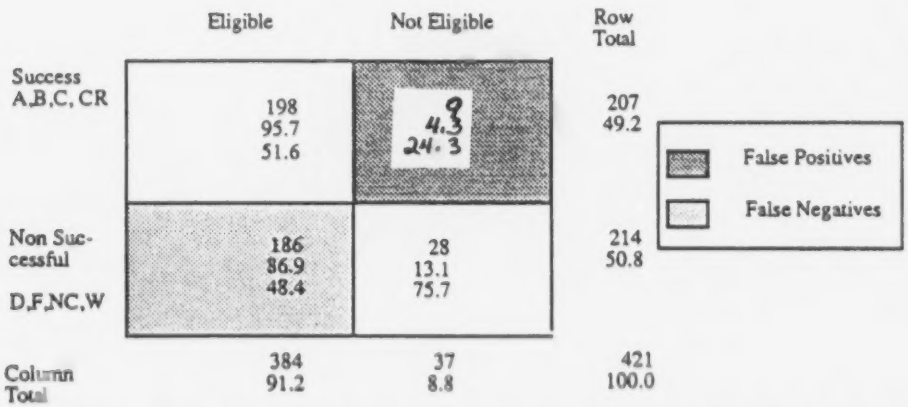
Another factor confounding the validation of assessment results is the variability of the depenedent variable, or in this case, the grade received in a course. The criterion of course grade may be unreliable becasue they vary from instructor to instructor, or depend on different methods of evaluation in different classes. When a test fails to accurately predict a grade, it is difficult to determine whether this observation derives from the test, the grading process, or other factors such as motivation, past experience, study habits, that also affect course performance. Reognizing that grades are affected by a variety of factors unrelated to testing, they will probably remain the most common criterion for validity stuides of placement practices.

Examining Course Outcomes

Difficulties in prediction when an assessment system is already in place can be visualized by inspection of Figure 1A. These are data obtained from merging data from the micro-based assessment and placement system with data from the SDCCD student information system (ISIS). Data on student placement and course success for degree applicable English courses are presented in a two-by-two classification table to assess placement accuracy. In order to evaluate placement accuracy, this figure classifies placement

recommendations into two categories (eligible, not eligible) and classifies degree-applicable Enlish course outcome data into two categories (successful and not successful) Lastly figure 1A compares the placement recommendations with course outcomes. The cells in the upper right and lower left represent incorrect prediction of success. In the case of the cell in the upper right, this represents the proportion of students scoring below the minimal score needed for placement into English 101 who actually passed the course. The cell in the lower left represents those students predicted to pass but in fact were not successful. Both these cells represent prediction errors.

Figure 1A
Percentage of Students by English Course Success and Placement Status



What is evident from inspection of Figure 1A is the low number of students predicted to fail (ineligible) enrolling in degree-applicable English courses. Out of 421 students sampled 37, or approximately 9% scored below the level needed to enroll in degree applicable English courses (51, 56, 101 and above). Of the students electing to attempt a course above the recommended skill level, 24% (9) were successful while 75.7% (28) were not successful. Students appear to follow the advice given them. Thus the cell sizes for the false positive group are so small that the reliability of these results are suspect. These results suggest that placement scores are set too low, judging by the high percentage of students deemed elgible, but not successful. However, the restricted range because of the effects of pre-sorting on the basis of score ranges limits generalization of these findings.

Alternative Modes of Assessment

Primarily because the SDCCD has already implemented an assessment and placement program it is necessary to use alternative approaches in anzlyzing evidence to validate the effectiveness and accuracy of placement practices. One approach is documented a recent publication by the Matriculation Unit of the State Chancellor's office of the California Community Colleges. This approach is to survey both students and faculty regarding the perceived accuracy of placement results. This model addresses the research question: Do students and faculty believe the student placement practices to be appropriate and accurate? This question is examined in the narrative and tables and graphs which follow.

INTRODUCTION

In the Fall of 1988, as part of a skills assessment research project, a stratified sample of courses at City, Mesa, and Miramar Colleges were surveyed. Over 1200 sections of basic skills and entry-level degree-applicable courses were selected (377 sections at City; 663 sections at Mesa; 162 sections at Miramar). The skill areas surveyed focused on the importance of reading, writing, speaking and listening, mathematics, reasoning, studying, and exam preparation skills to succeeding in class.

In addition, information on students and faculty perceptions of the accuracy of student placement was collected for students in English writing, reading and mathematics classes where an assessment test was used to place the student in the class. Students were asked:

> In my opinion, I: (a) should have been placed in a lower level course. ("below")
> (b) belong in this class. ("belong")
> (c) should have been placed in a higher level course. ("higher")

Faculty were asked: In your opinion, how many of the students in this class: (a) should have been placed in a lower level course? (b) belong in this course? (c) should have been placed in a higher level course? The survey was administered during the eighth week of the semester, which allowed enough time for both the instructors and students to assess accurately the students' abilities in comparison to course requirements, yet early enough to avoid the withdrawal of misplaced students.

ENGLISH

Table 1 displays the frequency and percent distribution of student and faculty responses to questions pertaining to placement accuracy for English 56 (College Reading Study Skills), English 51 (Basic Composition), English 70 (Communication Skills) and English 101 (Reading and Composition). These courses were chosen for analysis due to sufficient number (N > 30 for at least two campuses) of student and instructor responses.

Table 1 and the corresponding graphs (Figures 1 to 4) show that, on the whole, students and faculty felt that the

placement and recommendations accurately placed students in English classes. Districtwide, between 75.4 percent (English 56) and 92 percent (English 101) of the students believed that they belonged in the English class that they were in. The faculty felt that between 60 percent and 80 percent (English 51 and English 101, respectively) of the students were appropriately placed in their classes.

Faculty responded that only between 2 percent and 9 percent of the students should have been placed in a higher English class; a larger percentage of students (between 5 percent and 24 percent) felt that they should have been placed in a higher level class. The lower the level of English class, the larger the gap between student and faculty rating of students belonging in a higher level course. A breakdown by course shows that students at the three colleges in the same course, were very similar in their responses. Faculty at City College tended to feel that students in their class should have been placed in a lower level English class more often than faculty at the other two campuses.

City

The disparity of responses between students and faculty was the greatest at City College. Among the four surveyed courses that are reported, faculty rated less than 8 percent of the students as "should have been placed in a higher level course" (Figures 5 to 8). In contrast, almost 20 percent of the surveyed students felt that they should have been placed in a higher level English course. As the level of the course increased, the gap between instructor and student perception decreased.

Less than one in 14 students (7.3 percent) felt that they should have been placed in a lower level English course. Faculty, however, responded that as many as eight in 14 students (58.5 percent for English 51) should have been placed in a lower level course.

Mesa

Students and faculty responded that, for the most part, students at Mesa were placed in the appropriate level of English class (Table 1 and Figures 9 to 12). Almost 71 percent of the students (70.9 percent) in English 56 stated that they belonged in that class. Eighty-four percent, 88 percent, and

92 percent of the English 51, English 70 and English 100 students, respectively, responded that they belonged in that class. Faculty responded that between 74.8 percent (English 51) and 83.0 percent (English 70) of their students were appropriately placed in the class.

With the exception of English 56 (27.9 percent), students and faculty felt that only a small percentage of students belonged in a higher level English class. Of the surveyed students, 4.7 percent of the English 100 students, 12.1 percent of the English 70 students, and 12.4 percent of the English 51 students believed that they should have been placed in a higher level English class. Faculty responded that between 0.0 percent (English 70) and 9.8 percent (English 56) of the students in their classes should have been placed in a higher level English class.

Miramar

The vast majority of students and faculty at Miramar rated English placement recommendations as being accurate (Table 1 and Figures 13 to 15). The higher the level of English class, the higher the percent of students who responded that they belonged in the class. Between 82.5 percent (English 56) and 93.0 percent (English 101) agreed with their recommended English level placement. Faculty responded that between 80.7 percent (English 56) and 85.4 percent (English 51) of the students in their surveyed English class belonged in that class.

As with the other campuses, a higher percentage of students believed that they should have been placed in a higher level English class than instructor ratings. Almost 18 percent of the students in the surveyed English 56 classes believed that they should have been placed in a higher level English class compared to a faculty response of 9.1 percent.

MATHEMATICS

Table 2 displays the frequency and percent distribution of students and faculty perceptions of placement accuracy for Mathematics 33 (Pre-algebra for the Math Anxious), Mathematics 54 (Elementary Algebra) and Mathematics 103 (Intermediate Algebra). Mathematics 35 (Pre-algebra), Mathematics 40 (Technical Arithmetic and Pre-algebra), and Mathematics 141 (Pre-calculus) were also surveyed but are not reported due to the small number of responses (only one college had the requisite 30 or more responses).

As with English courses, students' and instructors' perception of student placement was that of concurrence with the recommended placement (Table 2 and Figures 16 to 18). Districtwide, between 83.7 percent (Mathematics 33) and 87.4 percent (Mathematics 103) of the students believed that they belonged in the mathematics class that they were in. The faculty felt that 69.0 percent to 84.3 percent (Mathematics 54 and 33, respectively) of the students were appropriately placed in their class. Faculty, districtwide, stated that less than nine percent of the students in their classes should have been placed in a higher level mathematics class. In contrast, between 7.6 percent and 12.2 percent (Mathematics 103 and 33, respectively) of the students felt that they should have been placed in a higher level math class.

City

Figures 19 to 21 display the distribution of students and faculty responses to questions pertaining to placement accuracy. The vast majority of students in the surveyed mathematics classes stated that they belonged in that class (83.9 percent for Mathematics 33, 88.4 percent for Mathematics 54, 90.6 percent for Mathematics 103). Faculty also stated that the majority of the students in their class were accurately placed (94.4 percent for Mathematics 33, 60.8 percent for Mathematics 54, 75.6 percent for Mathematics 103).

Less than 10 percent of the students in the surveyed classes were rated as "should have been placed in a higher level course" by both students and faculty. In Mathematics 54 and 103, the gap between students and faculty responses was less than one percent.

Mesa

As with City College, students and instructors felt that a high percentage of students in the surveyed classes were accurately placed in the class (Figures 22 to 24). Between 80 percent and 85 percent of the Mesa students in the surveyed mathematics classes stated that they were appropriately placed. For the faculty, between 68.6 percent (Mathematics 54) and 89.6 percent (Mathematics 33) of the students were rated as appropriately placed.

The disparity of responses between students and faculty regarding more advanced placement was greatest at Mesa College. Faculty responded that between 3.7 percent (Mathematics 54) and 7.8 percent (Mathematics 33) of the students should have been placed in a higher level mathematics course. More than twice this percentage of students felt that they should have been

placed in a higher level course (ranging from 10.0 percent (Mathematics 103) to 17.8 percent (Mathematics 33)).

Miramar

Only two courses at Miramar, Mathematics 54 and 103, had a sufficient number of responses to allow for analysis (Mathematics 33 results were used to generate district totals, but were too few to generalize accurately by itself). Almost 87 percent of the students in Mathematics 54 believed that they belonged in that class (Figures 25 and 26). Faculty felt that 78.9 percent of the students in the surveyed classes were appropriately placed.

A slightly larger percentage of students felt that they should have been placed in a higher level mathematics class than faculty ratings (9.8 percent for students compared to 8.6 percent for instructors). Faculty, however, responded that a larger percentage of their students should have been placed in a lower level course (12.4 percent for instructors compared to only 3.5 percent for students).

Over 90 percent of the surveyed students in Mathematics 103 felt that they were accurately placed. Faculty felt that over 70 percent of the students in their classes were appropriately placed. Mathematics 103 at Miramar was one of the few courses reported in which faculty rated a larger percentage of students that should have been placed in a higher level course than students did (10.0 percent for faculty as compared to only 2.1 percent for students).

Summary

On the whole, students and faculty in the surveyed classes felt that placement recommendations accurately placed students in English and mathematics classes. In 19 of the 20 English and mathematics courses at the three colleges, more than three-quarters of the students felt that they belonged in the class. In 12 of the 20, faculty responded that more than three-quarters of the students belonged in the class.

Faculty and students responded that a small percentage of students should have been placed in a higher level course. In all reported courses, faculty responded that less than 10 percent of the students in their surveyed classes should have been placed in a higher level English or mathematics course. Between 2.1 percent (Mathematics 103, Miramar) and 27.9 percent (English 56, Mesa) of the students felt that they should have been placed in a higher level course.

Students were more likely to respond that they should have been placed in a higher level course than instructor ratings. Students in English courses were more likely to state that they should have been placed in a higher level course than students in mathematics courses. Students in lower level courses were more likely to respond that they should have been placed in a higher level course than students in higher level courses. A breakdown by course showed that students at the three campuses in the same course, were very similar in their responses.

Faculty were more likely to respond that students should have been placed in a lower level course than student ratings. Faculty were more likely to respond that students in lower level courses should have been placed in a lower level course than students in higher level courses. Faculty at City College tended to respond that students in their class should have been placed in a lower level English class more often than faculty at the other two campuses. Responses among faculty in mathematics for the three campuses were similar.

Table 1
Student and Instructor Rating of
Student Placement Accuracy
Fall 1988

English 56
Student

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	2	1.1	3	1.2	0	0.0	5	1.0
belong	138	79.3	175	70.9	52	82.5	365	75.4
higher	34	19.5	69	27.9	11	17.5	114	23.6
	174		247		63		484	

Instructor

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	6	28.6	30	12.2	9	10.2	45	12.7
belong	15	71.4	191	78.0	71	80.7	277	78.2
higher	0	0.0	24	9.8	8	9.1	32	9.0
	21		245		88		354	

English 51
Student

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	7	4.7	8	3.4	0	0.0	15	3.5
belong	115	77.7	196	84.1	37	84.1	348	81.9
higher	26	17.6	29	12.4	7	15.9	62	14.6
	148		233		44		425	

Instructor

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	130	58.5	56	19.3	5	10.4	191	34.1
belong	75	33.8	217	74.8	41	85.4	333	59.5
higher	17	7.6	17	5.9	2	4.2	36	6.4
	222		290		48		560	

English 70
Student

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	3	7.3	0	0.0			3	3.0
belong	36	87.7	51	87.9			87	87.9
higher	2	4.8	7	12.1			9	9.1
	41		58				99	

Instructor

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	26	45.6	8	17.0			34	32.7
belong	28	49.1	39	83.0			67	64.4
higher	3	5.3	0	0.0			3	2.9
	57		47				104	

English 101
Student

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	13	3.2	18	3.3	3	2.1	34	3.1
belong	373	91.0	506	92.0	133	93.0	1012	91.7
higher	24	5.8	26	4.7	7	4.9	57	5.2
	410		550		143		1103	

Instructor

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	61	18.1	127	17.5	26	15.0	214	17.3
belong	271	80.4	580	80.0	140	80.9	991	80.2
higher	5	1.5	18	2.5	7	4.0	30	2.4
	337		725		173		1235	

Table 2
Student and Instructor Rating of
Student Placement Accuracy
Fall 1988

Mathematics 33
Student

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	4	6.5	1	2.2	0	0.0	5	4.1
belong	52	83.9	36	80.0	15	93.8	103	83.7
higher	6	9.7	8	17.8	1	6.2	15	12.2
	62		45		16		123	

Instructor

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	3	3.3	3	2.6	10	33.3	16	6.8
belong	85	94.4	103	89.6	10	33.3	198	84.3
higher	2	2.2	9	7.8	10	33.3	21	8.9
	90		115		30		235	

Mathematics 54
Student

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	12	4.6	9	3.3	5	3.5	26	3.9
belong	228	88.4	225	83.6	124	86.7	577	86.1
higher	18	7.0	35	13.0	14	9.8	67	10.0
	258		269		143		670	

Instructor

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	74	31.5	135	27.7	26	12.4	235	25.2
belong	143	60.8	334	68.6	165	78.9	642	69.0
higher	18	7.6	18	3.7	18	8.6	54	5.8
	235		487		209		931	

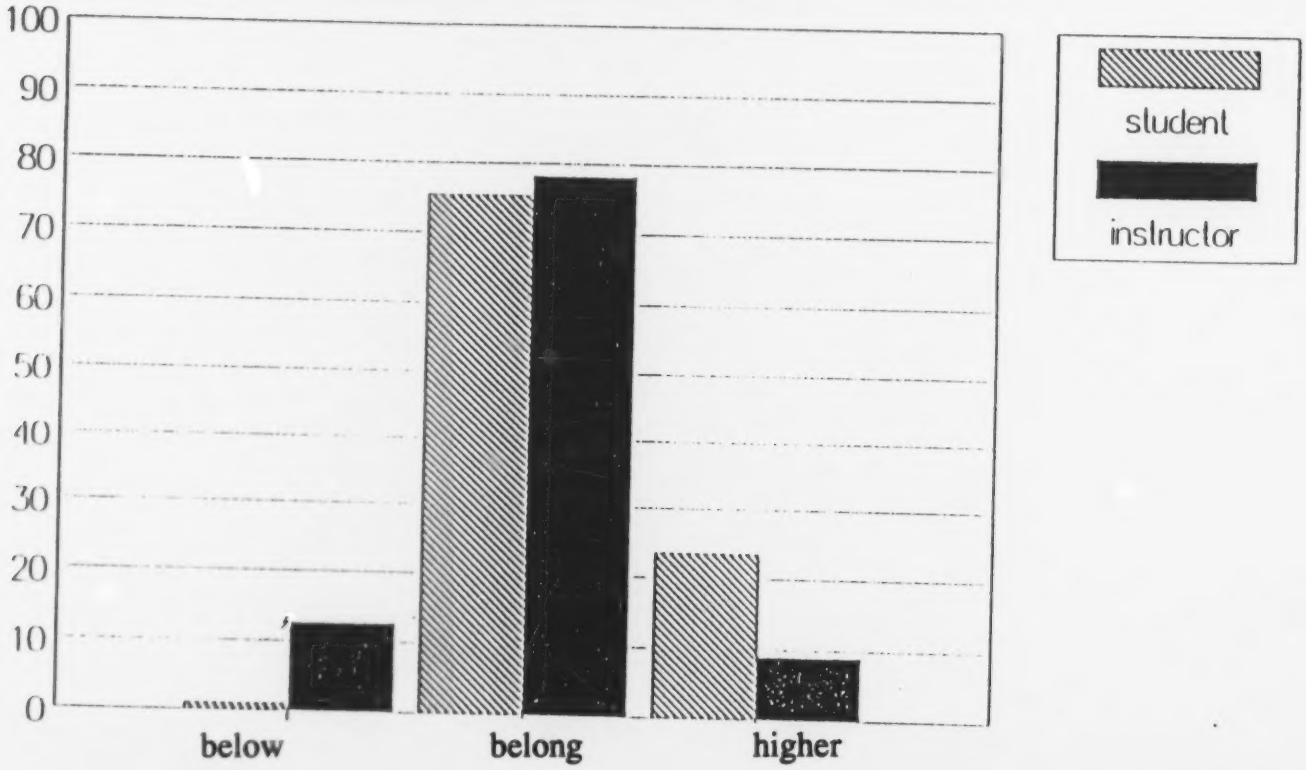
Mathematics 103
Student

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	8	3.7	16	5.7	3	6.4	27	5.0
belong	194	90.6	236	84.3	43	91.5	473	87.4
higher	12	5.6	28	10.0	1	2.1	41	7.6
	214		280		47		541	

Instructor

	City		Mesa		Miramar		District Total	
	N	%	N	%	N	%	N	%
below	33	18.7	124	23.7	13	18.6	170	22.1
belong	133	75.6	373	71.3	50	71.4	556	72.3
higher	10	5.7	26	5.0	7	10.0	43	5.6
	176		523		70		769	

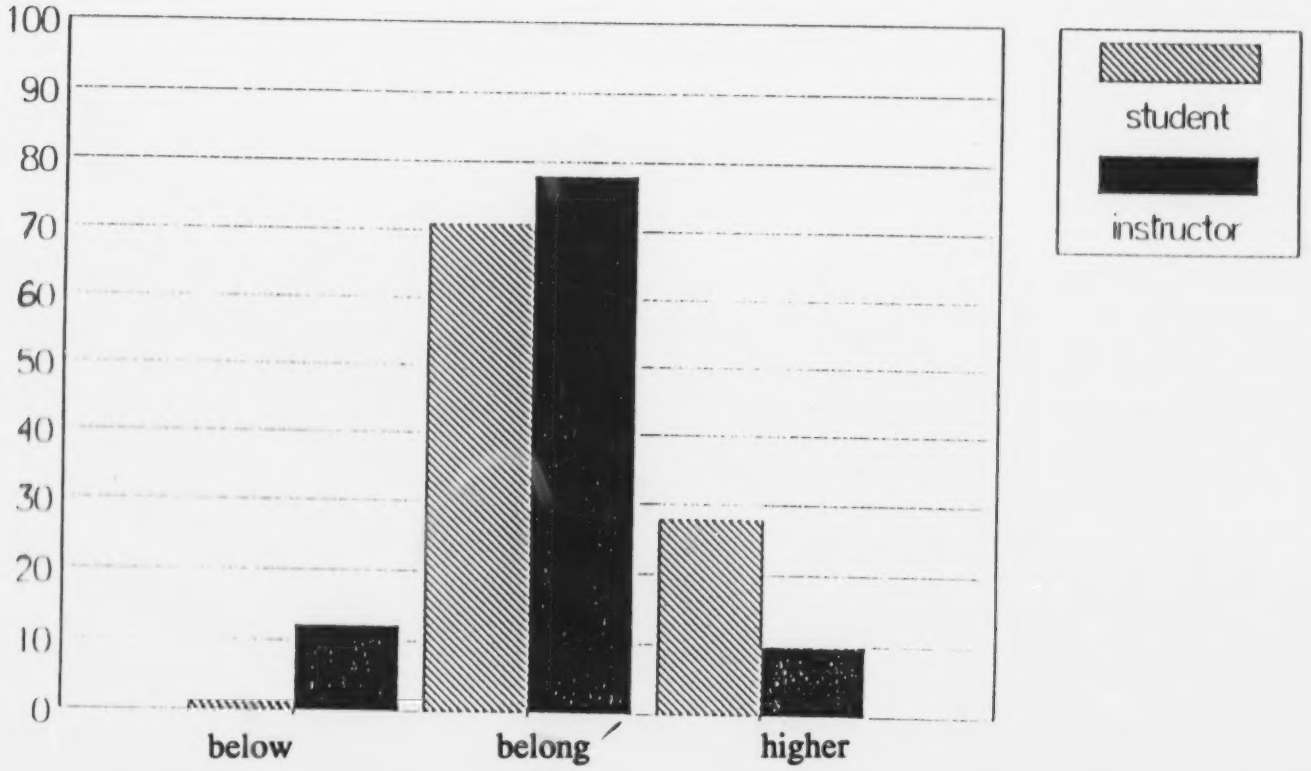
Student (N=484) and Instructor (N=354)
Rating of Student Placement Accuracy
English 56-District Totals
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty Districtwide ranked 354 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

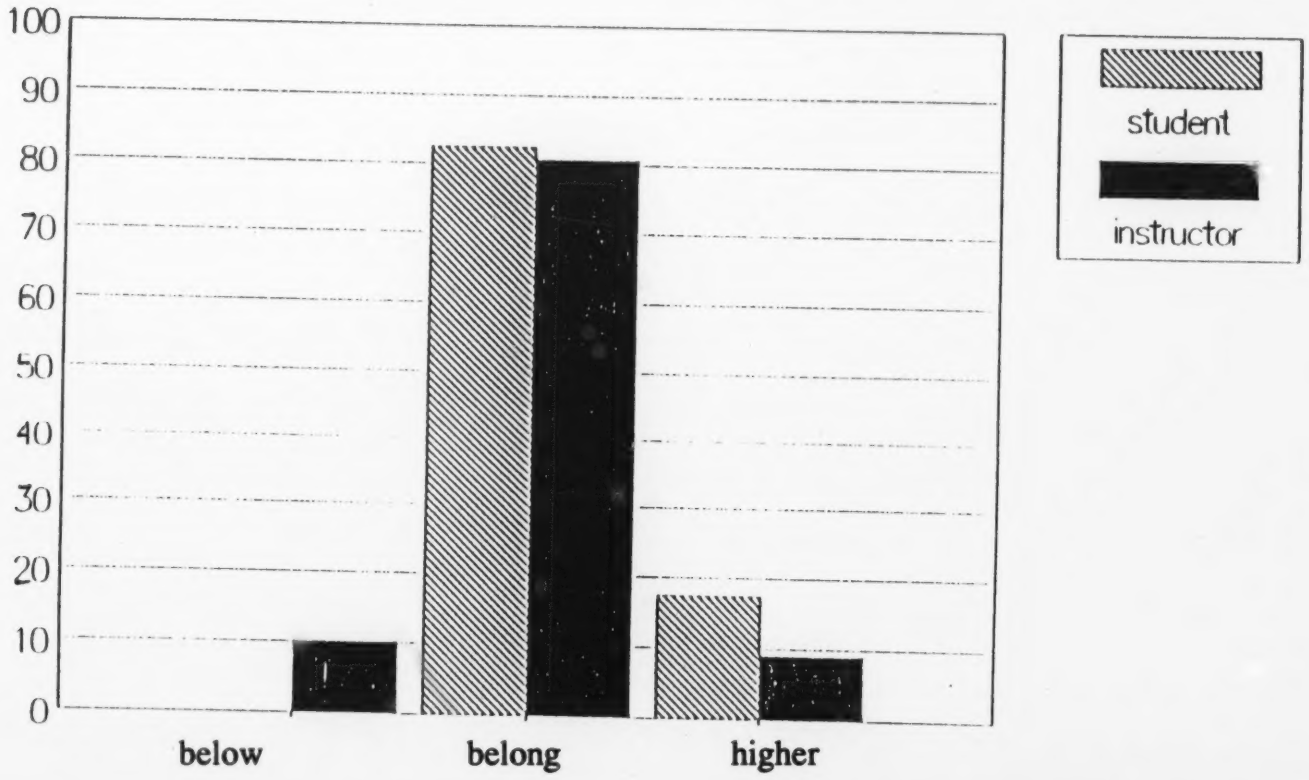
Student (N=247) and Instructor (N=245)
Rating of Student Placement Accuracy
English 56-Mesa College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at Mesa College ranked 245 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

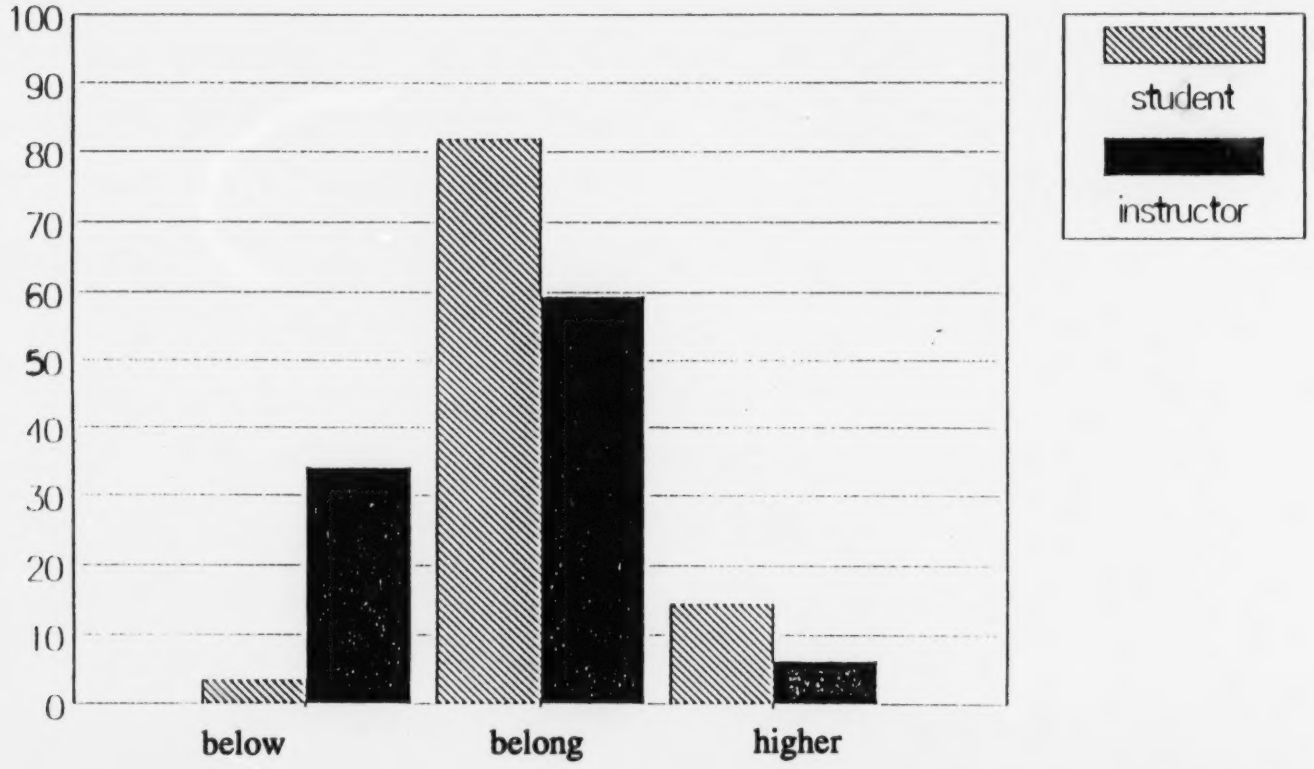
Student (N=63) and Instructor (N=88)
Rating of Student Placement Accuracy
English 56-Miramar College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at Miramar College ranked 88 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

Student (N=425) and Instructor (N=560)
Rating of Student Placement Accuracy
English 51- District Totals
Fall, 1988

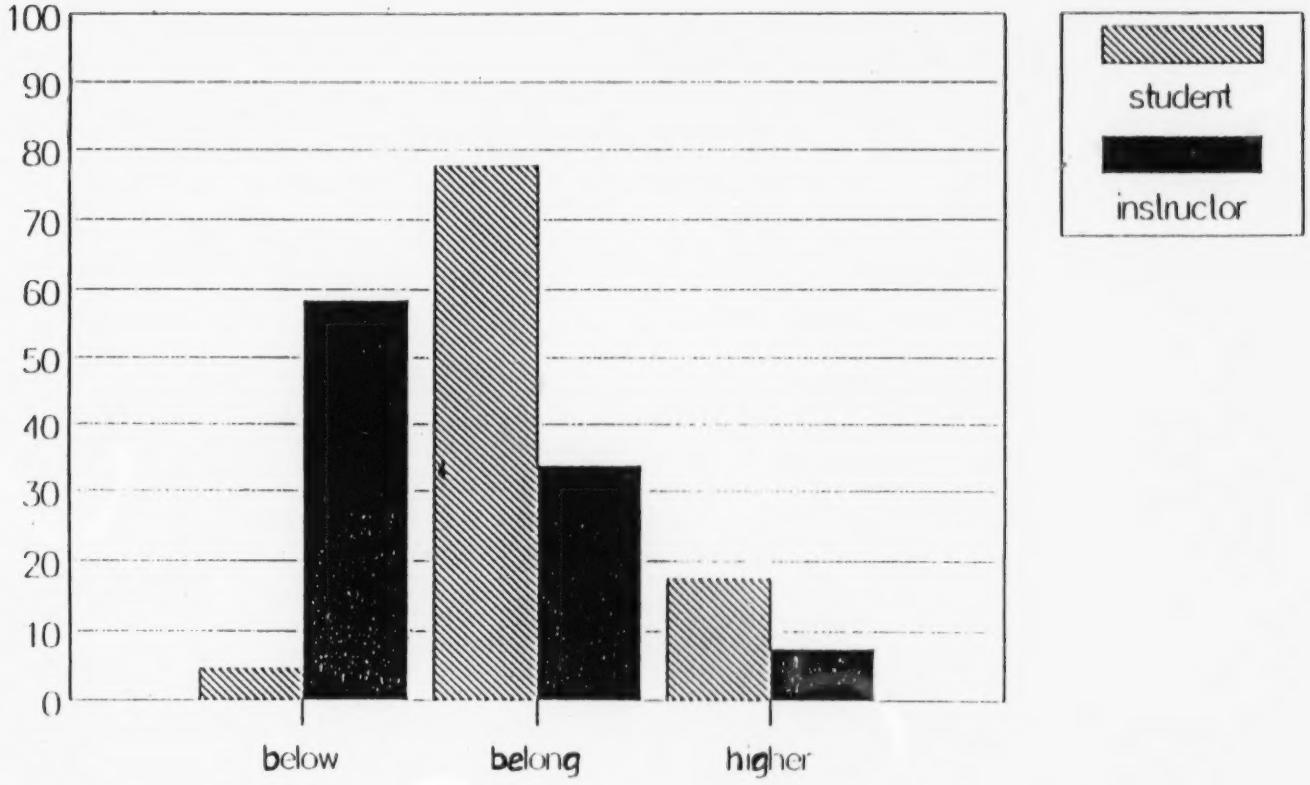


Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty Districtwide ranked 560 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

Student (N=148) and Instructor (N=222) Rating of Student Placement Accuracy

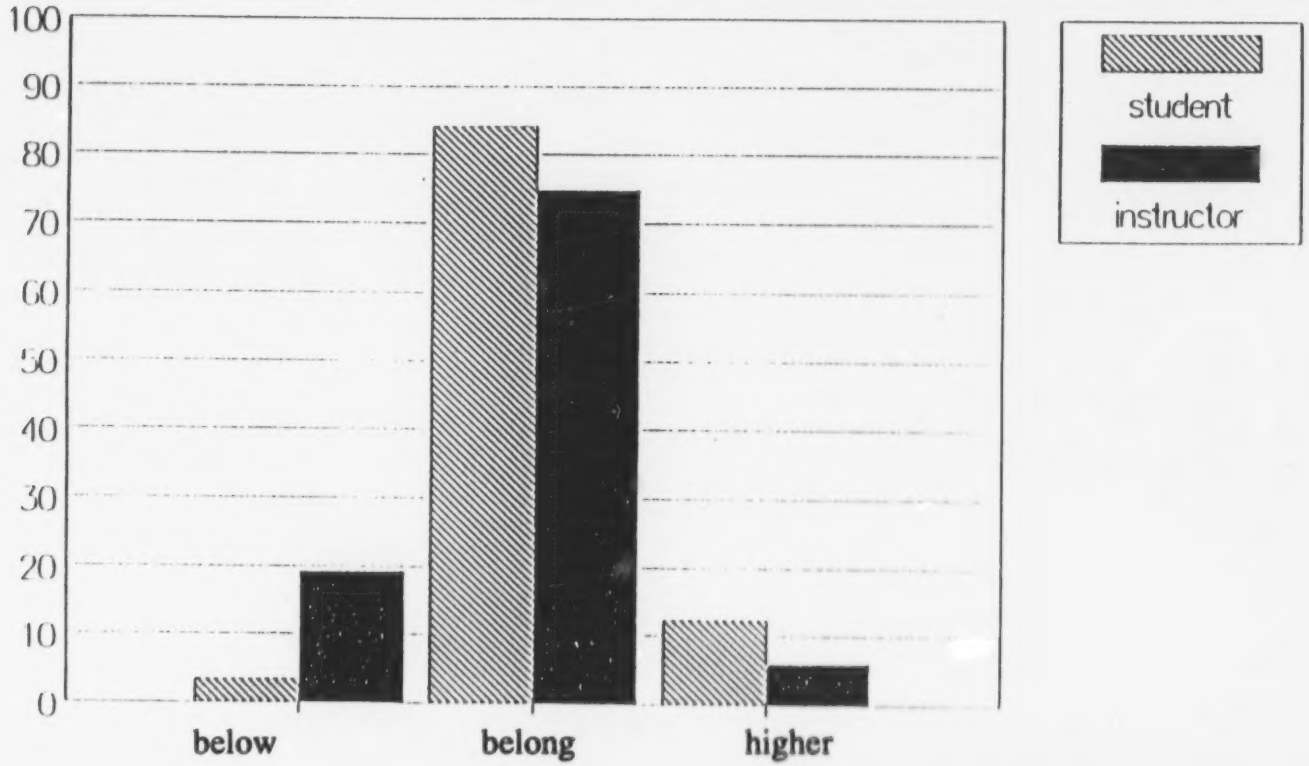
English 51 - City College
Fall, 1988



Students were asked to answer this question ONLY if the class was an English writing, reading, or math class, and an assessment test was used to place the student in the class. Faculty at City College ranked 222 students.

below - should have been placed in lower level course.
belong - belong in this course.
higher - should have been placed in higher level course.

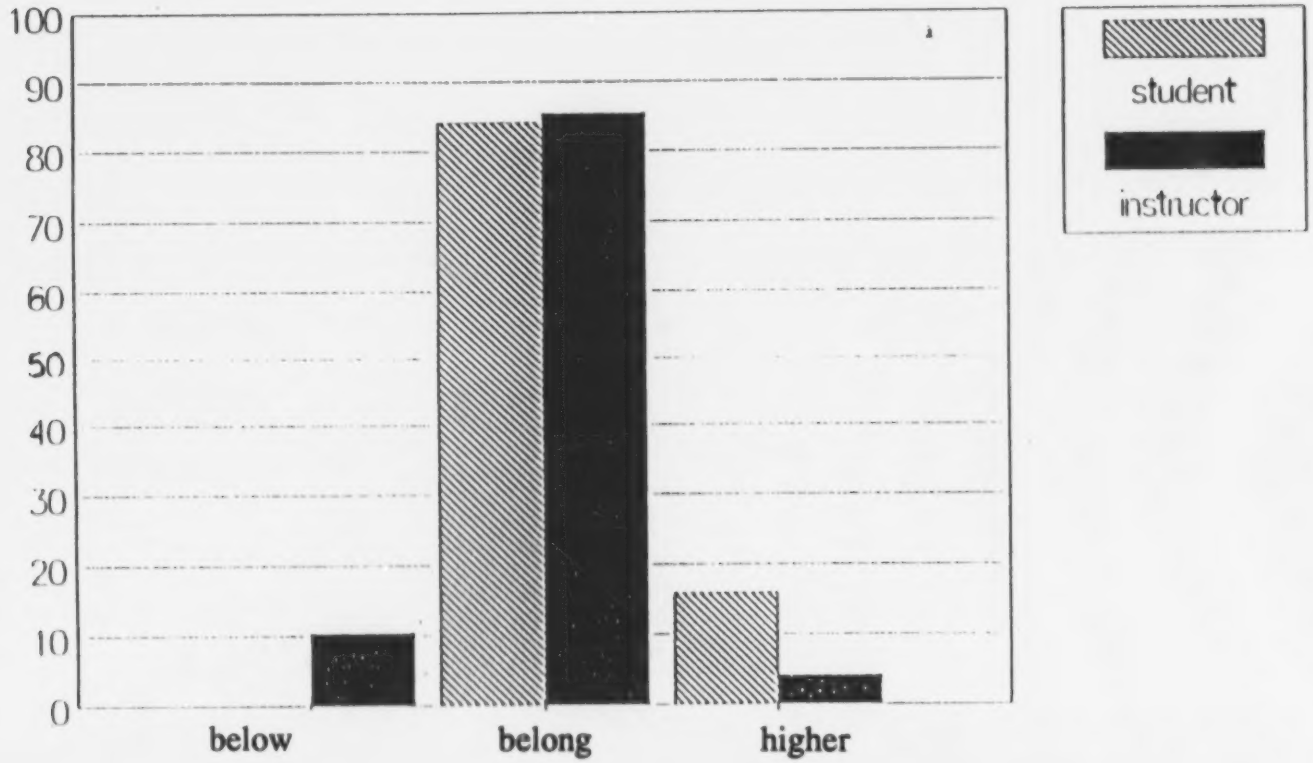
Student (N=233) and Instructor (N=290)
Rating of Student Placement Accuracy
English 51- Mesa College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at Mesa College ranked 290 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

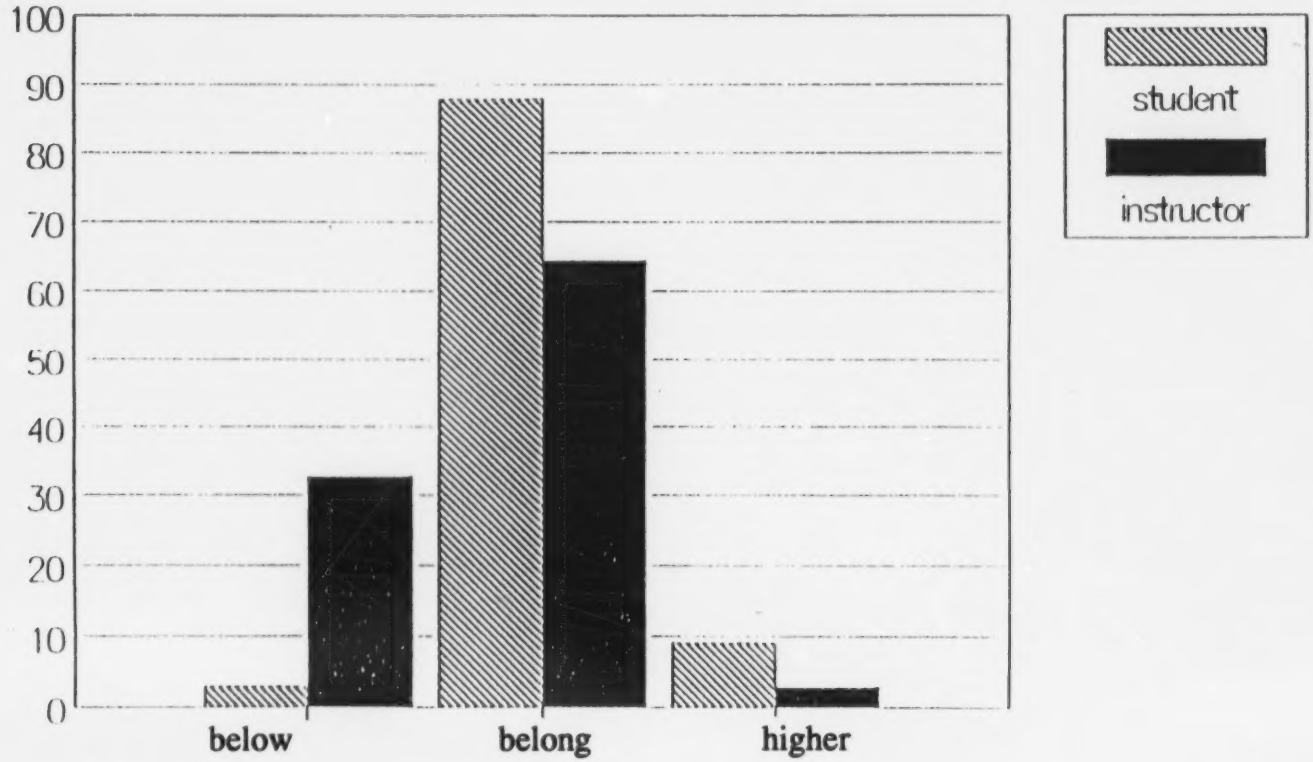
Student (N=44) and Instructor (N=48)
Rating of Student Placement Accuracy
English 51- Miramar College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at Miramar College ranked 48 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

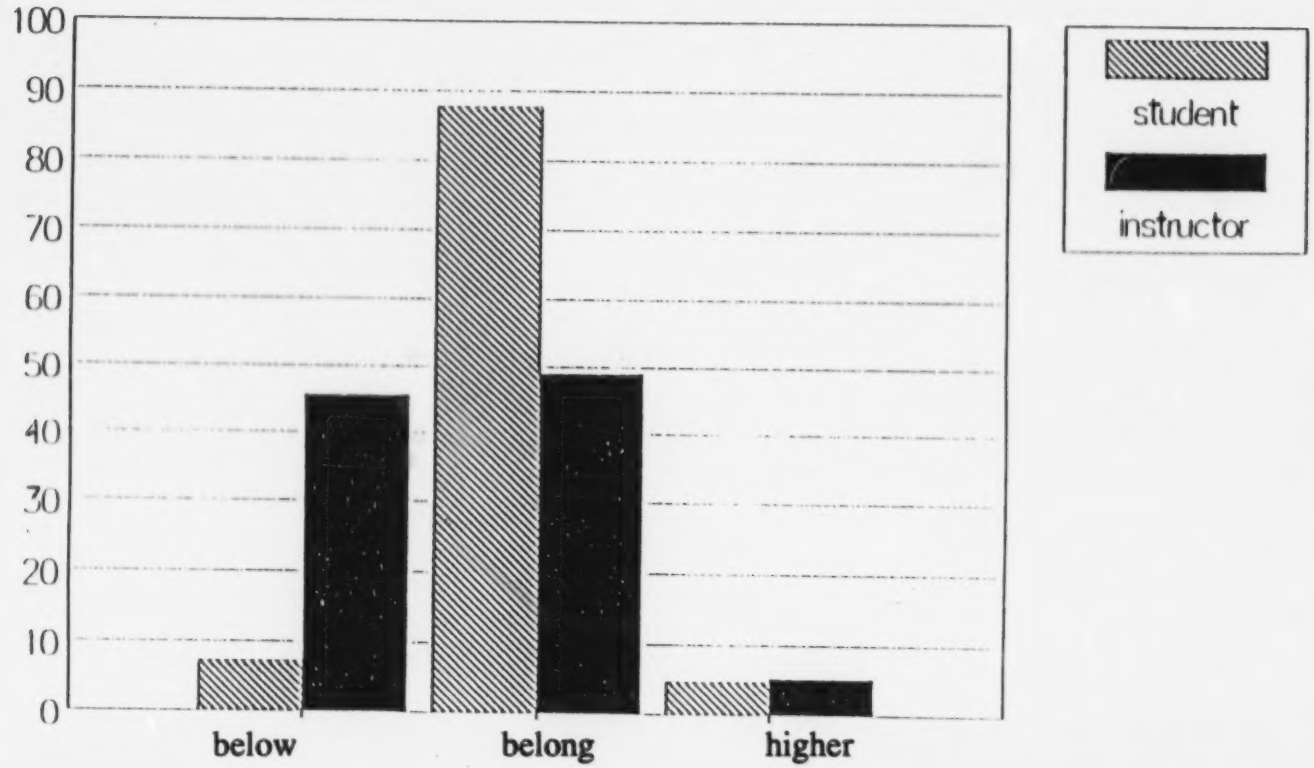
Student (N=99) and Instructor (N=104)
Rating of Student Placement Accuracy
English 70 - District Totals
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty Districtwide ranked 104 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

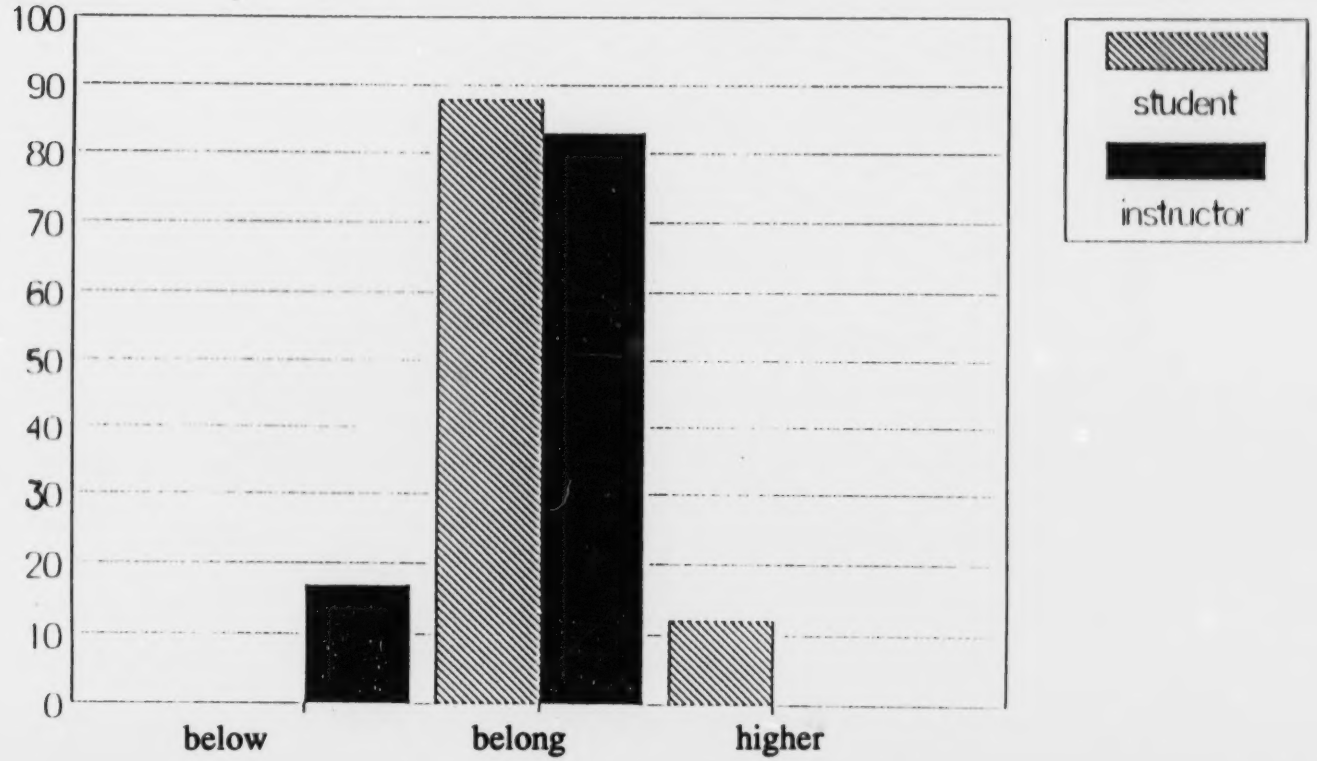
Student (N=41) and Instructor (N=57)
Rating of Student Placement Accuracy
English 70 - City College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at City College ranked 57 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

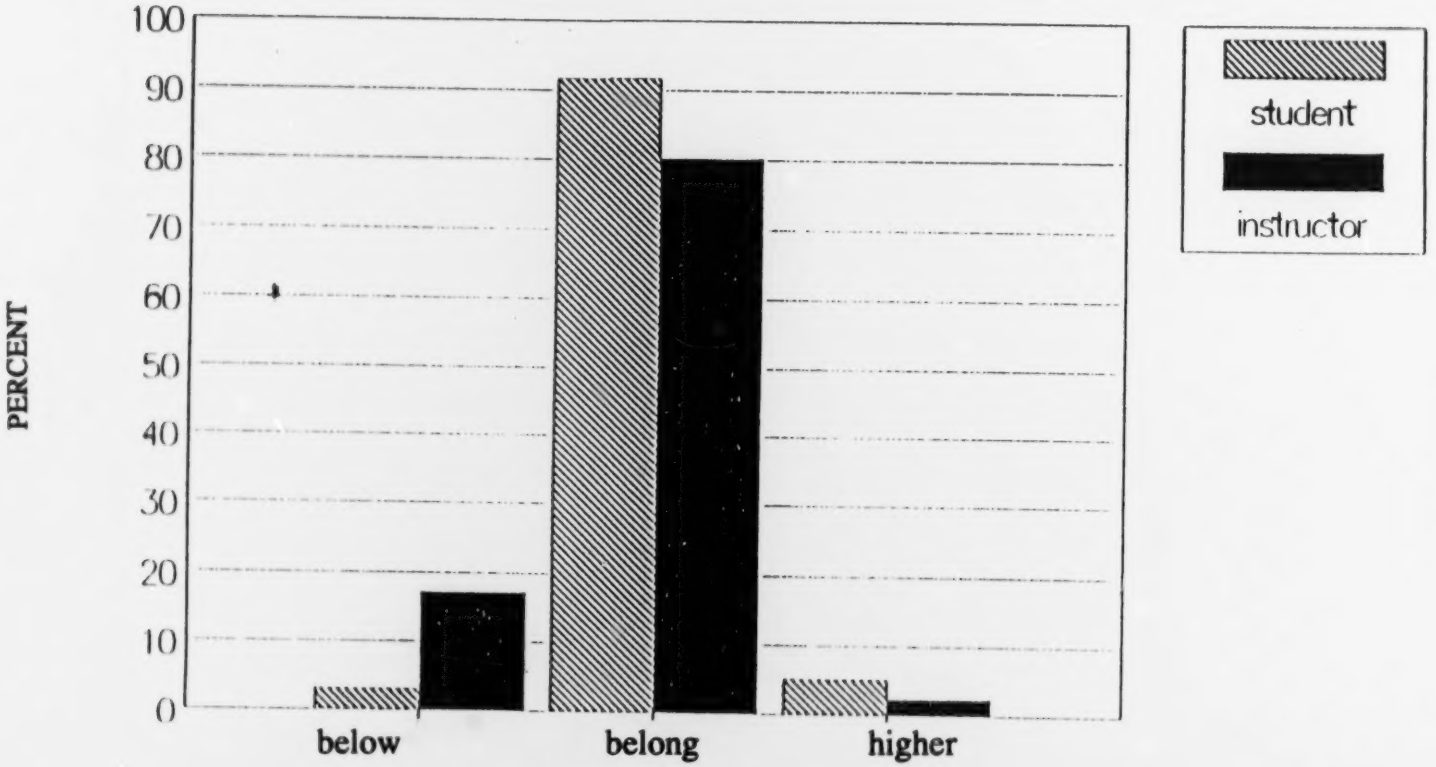
Student (N=58) and Instructor (N=47)
Rating of Student Placement Accuracy
English 70 - Mesa College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at Mesa College ranked 47 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

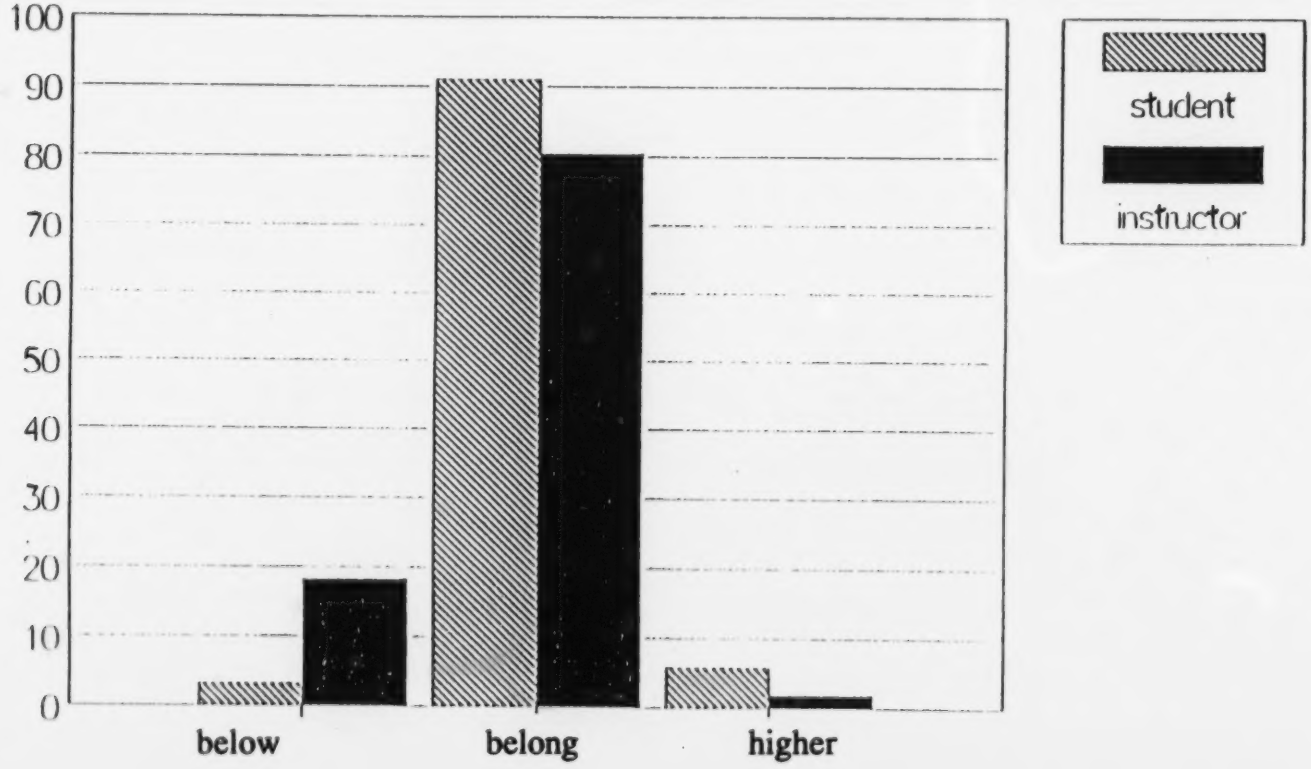
Student (N=1103) and Instructor (N=1235)
Rating of Student Placement Accuracy
English 101 - District Totals
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty Districtwide ranked 1235 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

Student (N=410) and Instructor (N=337)
Rating of Student Placement Accuracy
English 101 - City College
Fall, 1988

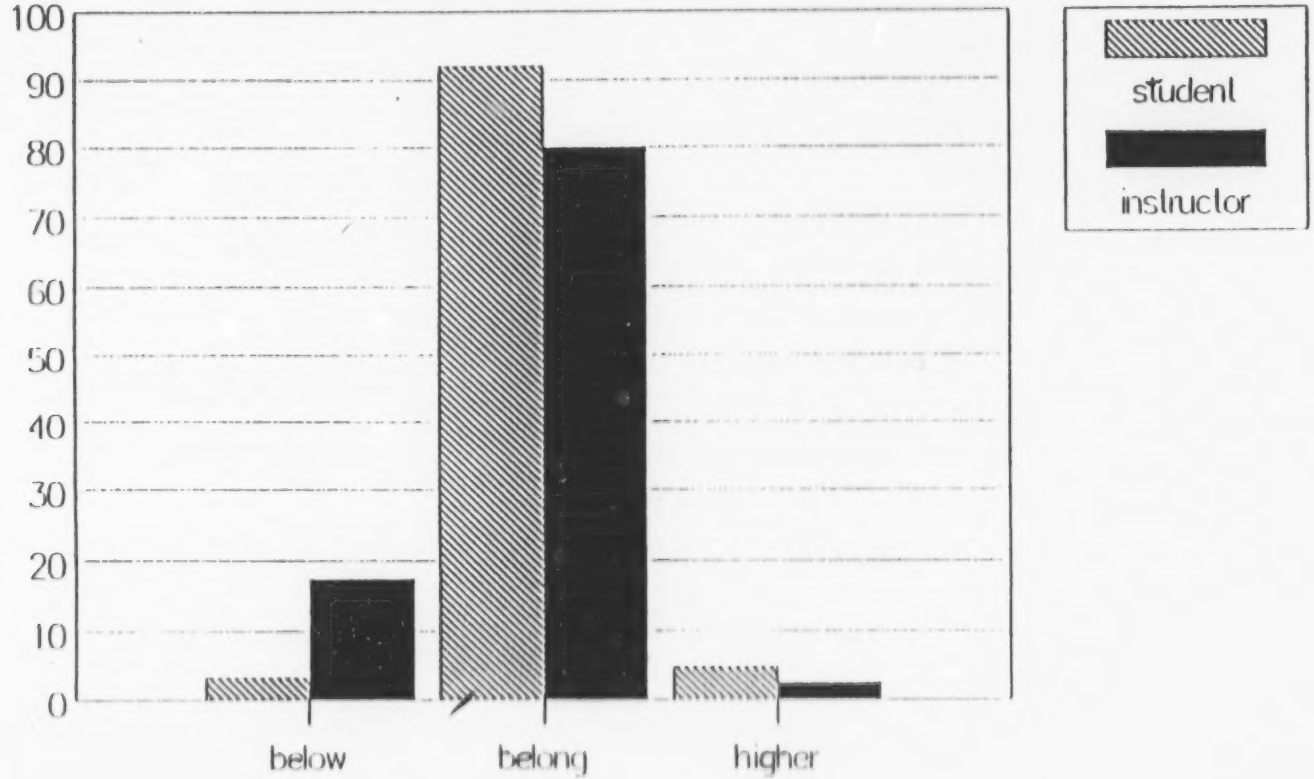


Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at City College ranked 337 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

Student (N=550) and Instructor (N=725) Rating of Student Placement Accuracy

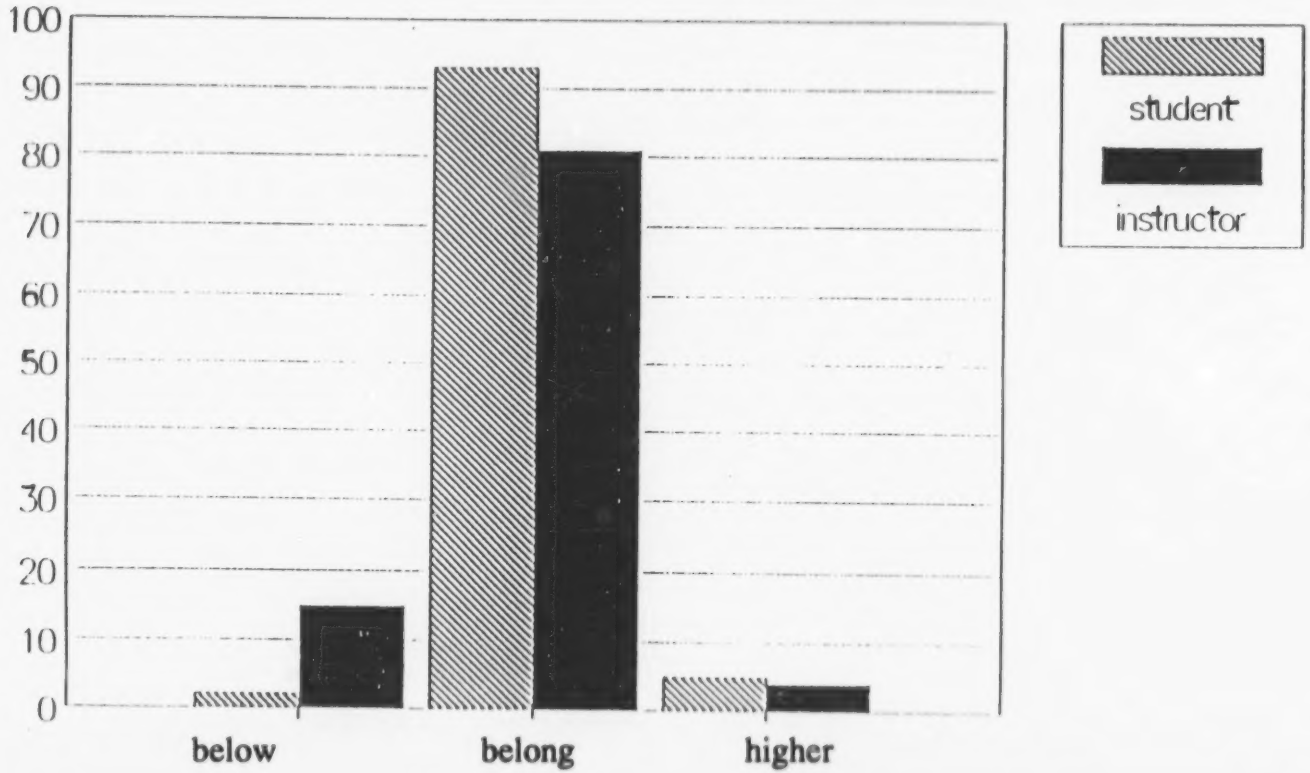
English 101 - Mesa College
Fall, 1988



Students were asked to answer this question ONLY if the class was an English writing, reading, or math class, and an assessment test was used to place the student in the class. Faculty at Mesa College ranked 725 students.

below - should have been placed in lower level course.
belong - belong in this course.
higher - should have been placed in higher level course.

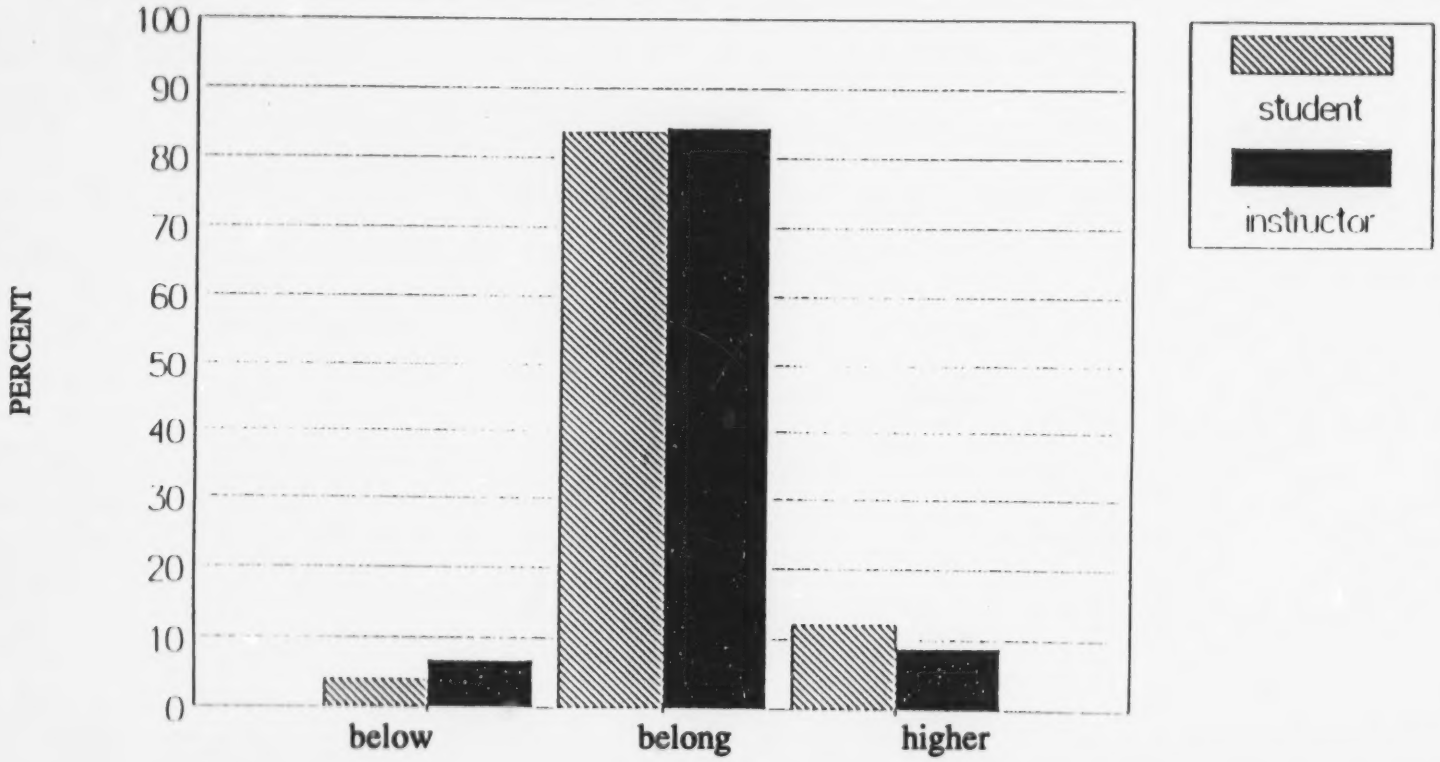
Student (N=143) and Instructor (N=173)
Rating of Student Placement Accuracy
English 101 - Miramar College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at Miramar College ranked 173 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

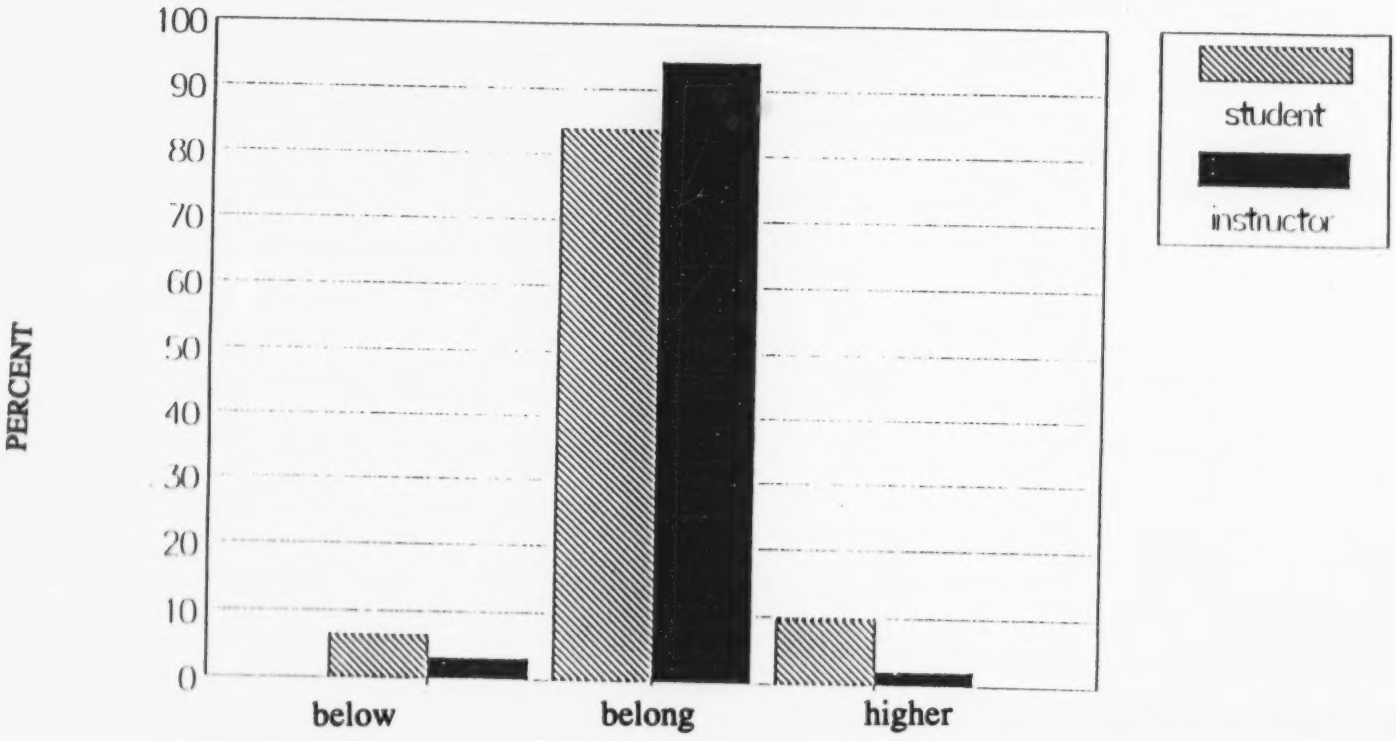
Student (N=123) and Instructor (N=235)
Rating of Student Placement Accuracy
Mathematics 33 - District Totals
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty Districtwide ranked 235 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

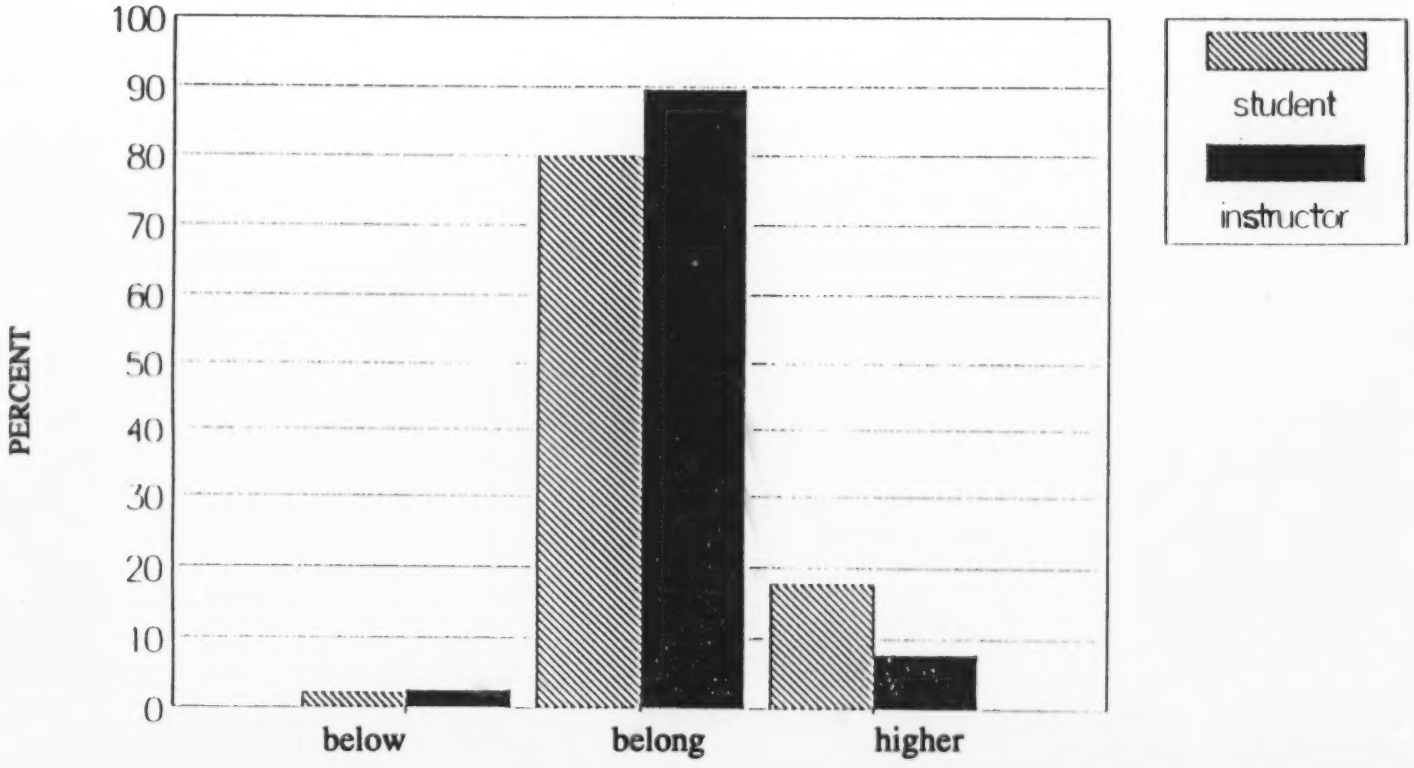
Student (N=62) and Instructor (N=90)
Rating of Student Placement Accuracy
Mathematics 33 - City College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at City College ranked 90 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

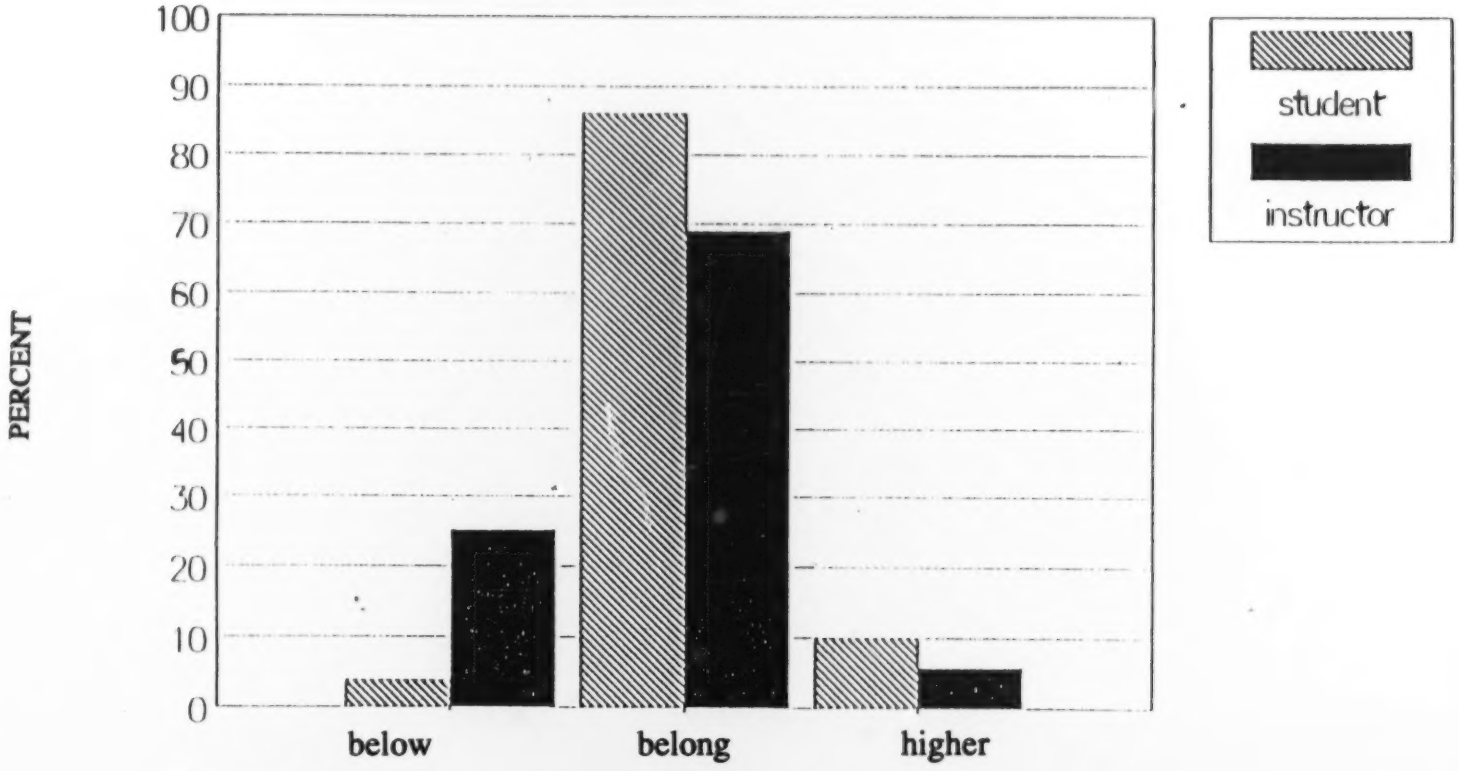
Student (N=45) and Instructor (N=115)
Rating of Student Placement Accuracy
Mathematics 33 - Mesa College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at Mesa College ranked 115 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

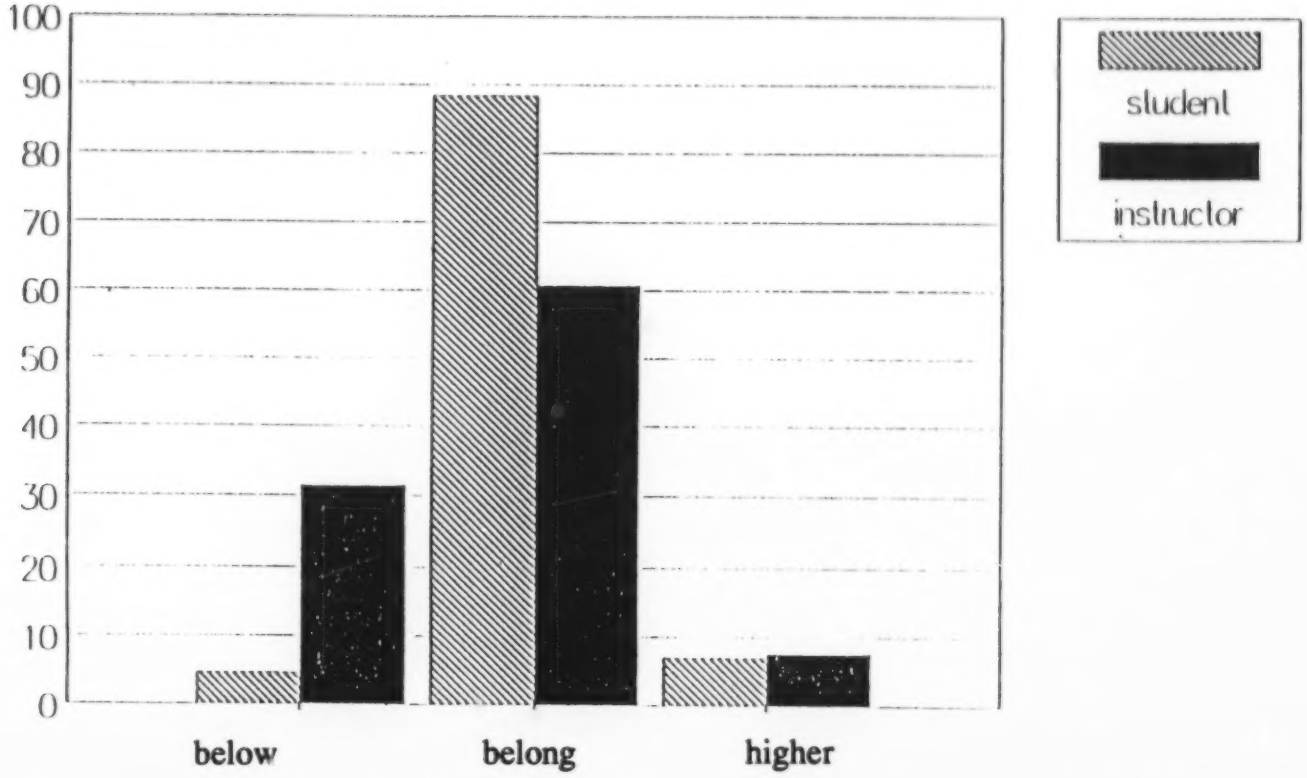
Student (N=670) and Instructor (N=931)
Rating of Student Placement Accuracy
Mathematics 54 - District Totals
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty Districtwide ranked 931 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

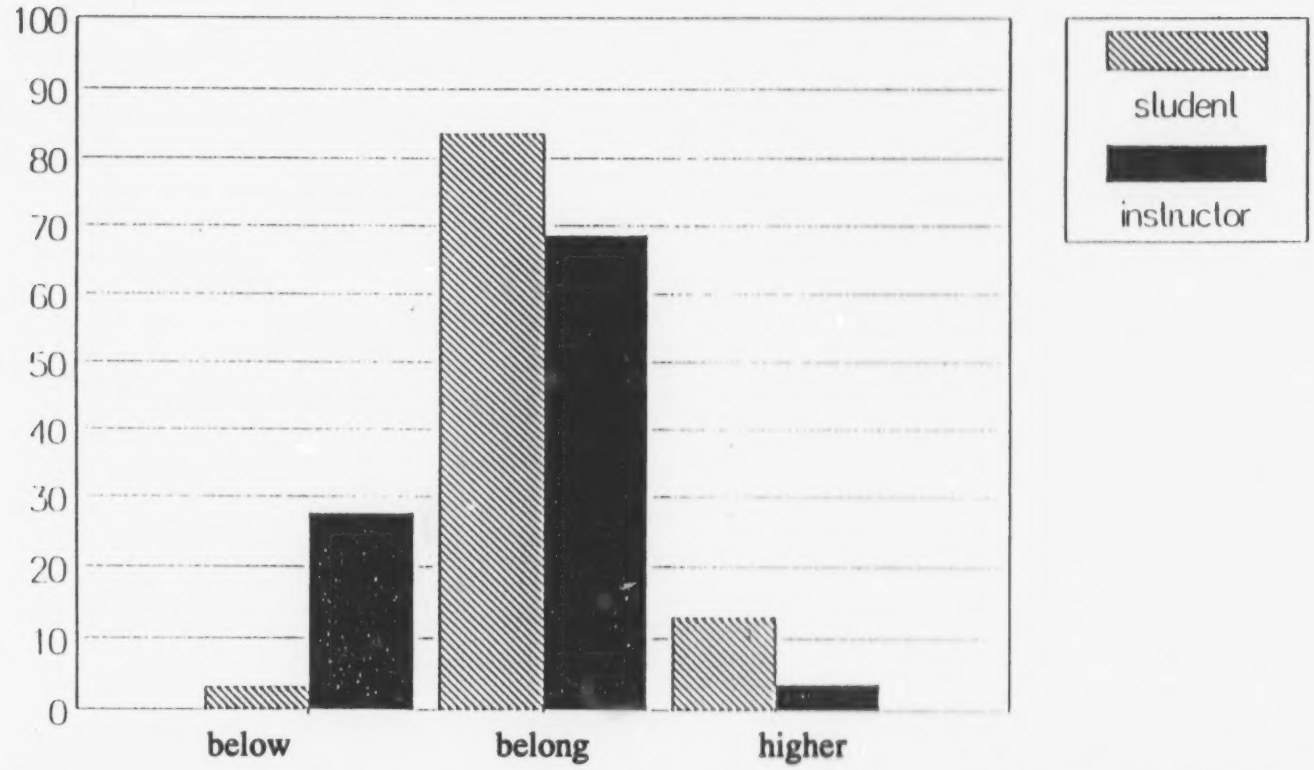
Student (N=258) and Instructor (N=235)
Rating of Student Placement Accuracy
Mathematics 54 - City College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at City College ranked 235 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

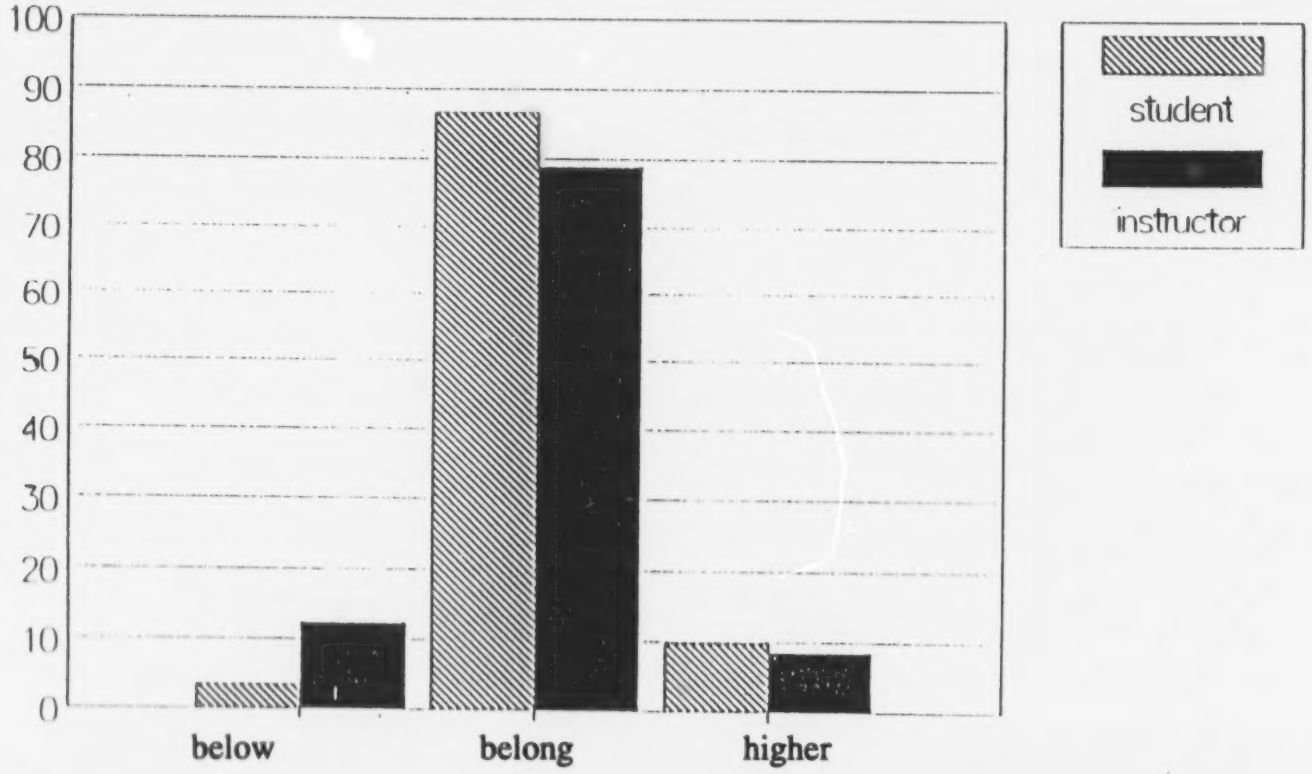
Student (N=269) and Instructor (N=487)
Rating of Student Placement Accuracy
Mathematics 54 - Mesa College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at Mesa College ranked 487 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

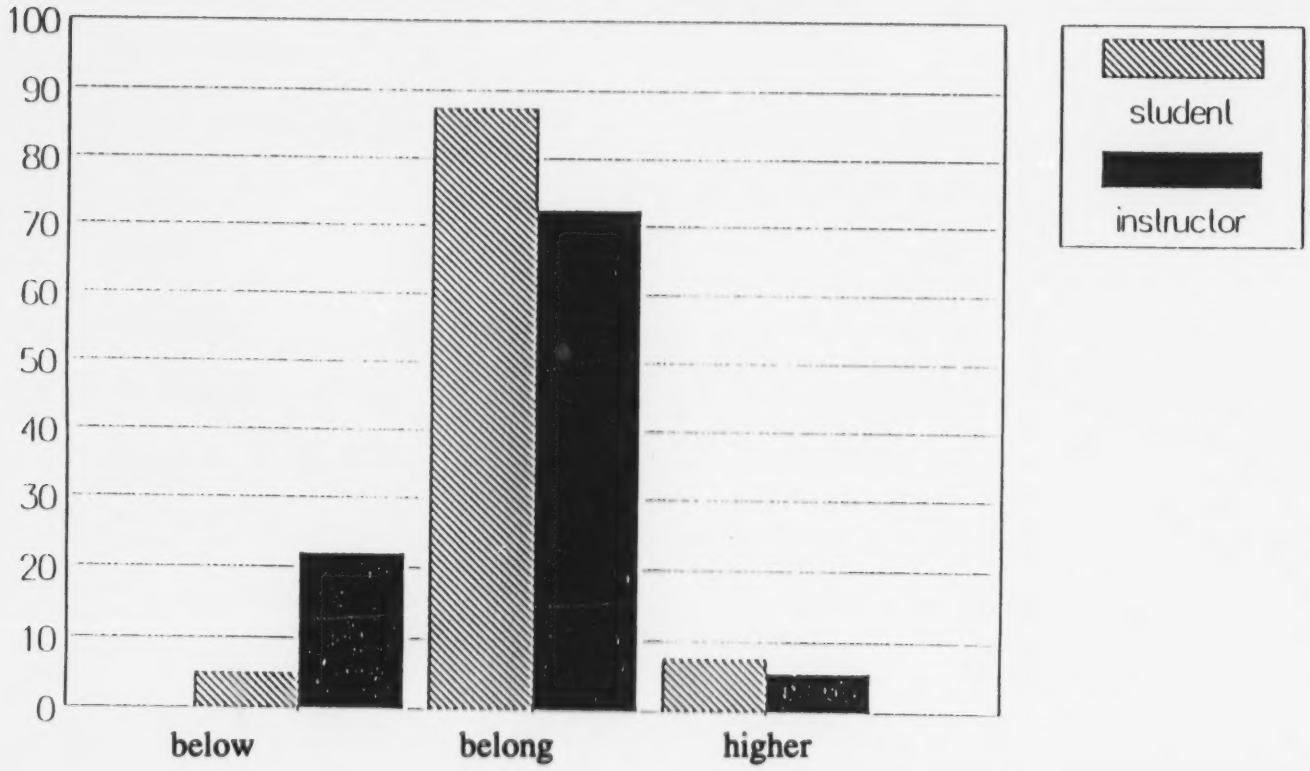
Student (N=143) and Instructor (N=209)
Rating of Student Placement Accuracy
Mathematics 54 - Miramar College
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at Miramar College ranked 209 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

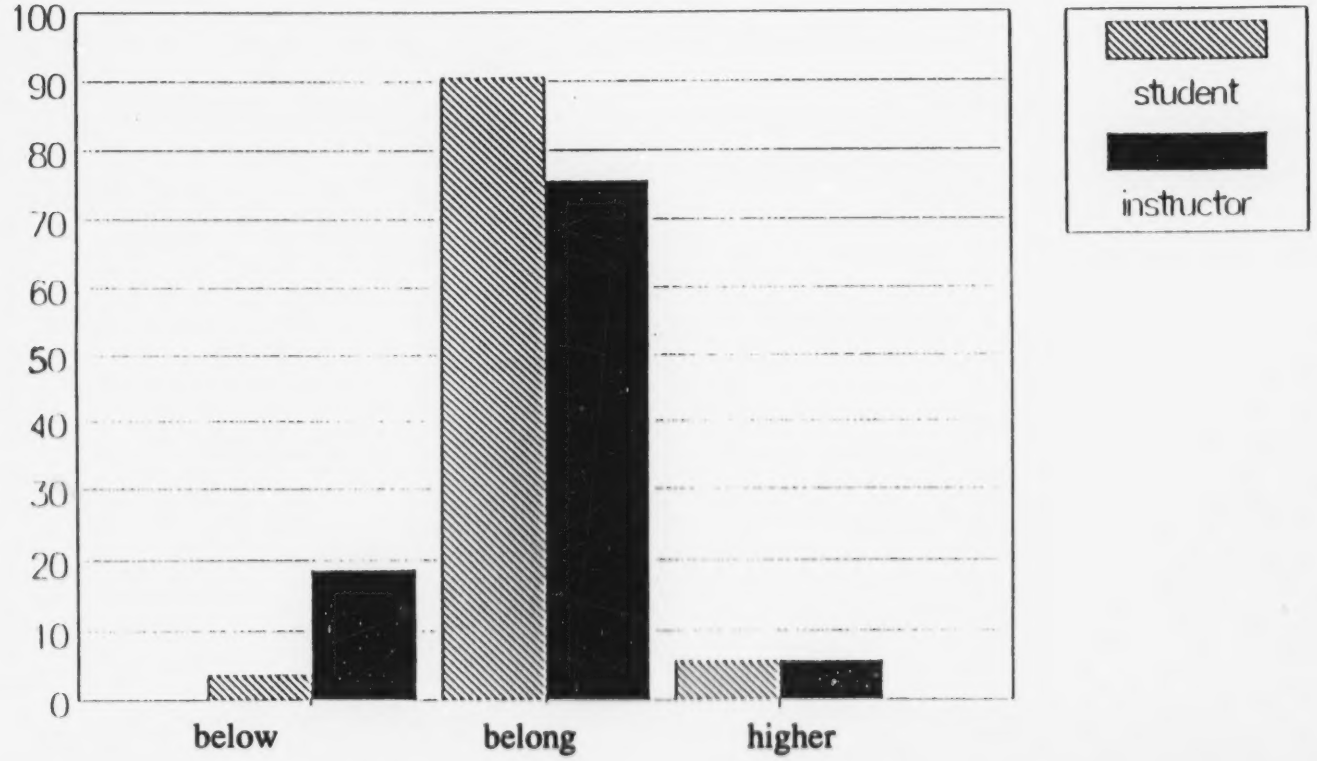
Student (N=541) and Instructor (N=769)
Rating of Student Placement Accuracy
Mathematics 103 - District Totals
Fall, 1988



Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty Districtwide ranked 769 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

Student (N=214) and Instructor (N=176)
Rating of Student Placement Accuracy
Mathematics 103 - City College
Fall, 1988

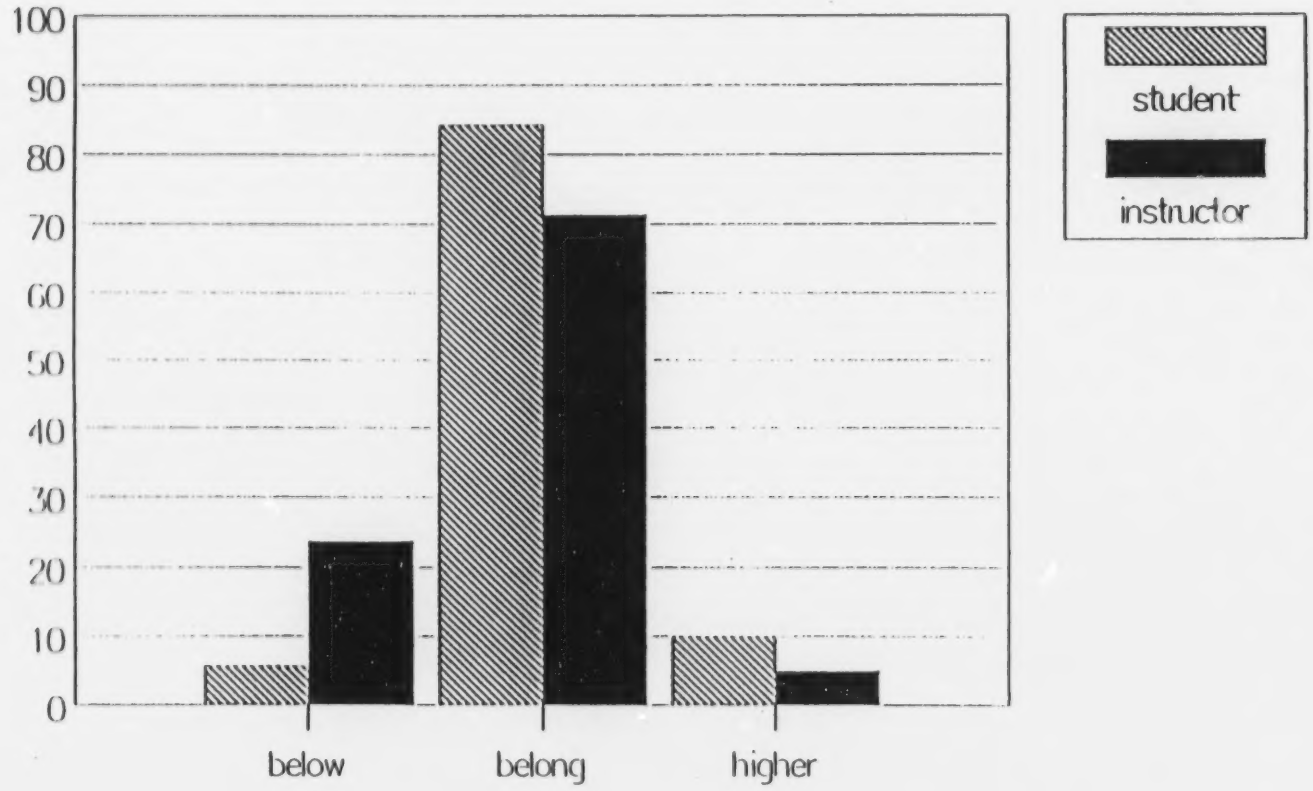


Student were asked to answer this question ONLY if the class was an English writing, reading or math class, and an assessment test was used to place the student in the class. Faculty at City College ranked 176 students.

below-should have been placed in lower level course.
belong-belong in this course.
higher-should have been placed in higher level course.

Student (N=280) and Instructor (N=523) Rating of Student Placement Accuracy

Mathematics 103 - Mesa College
Fall, 1988

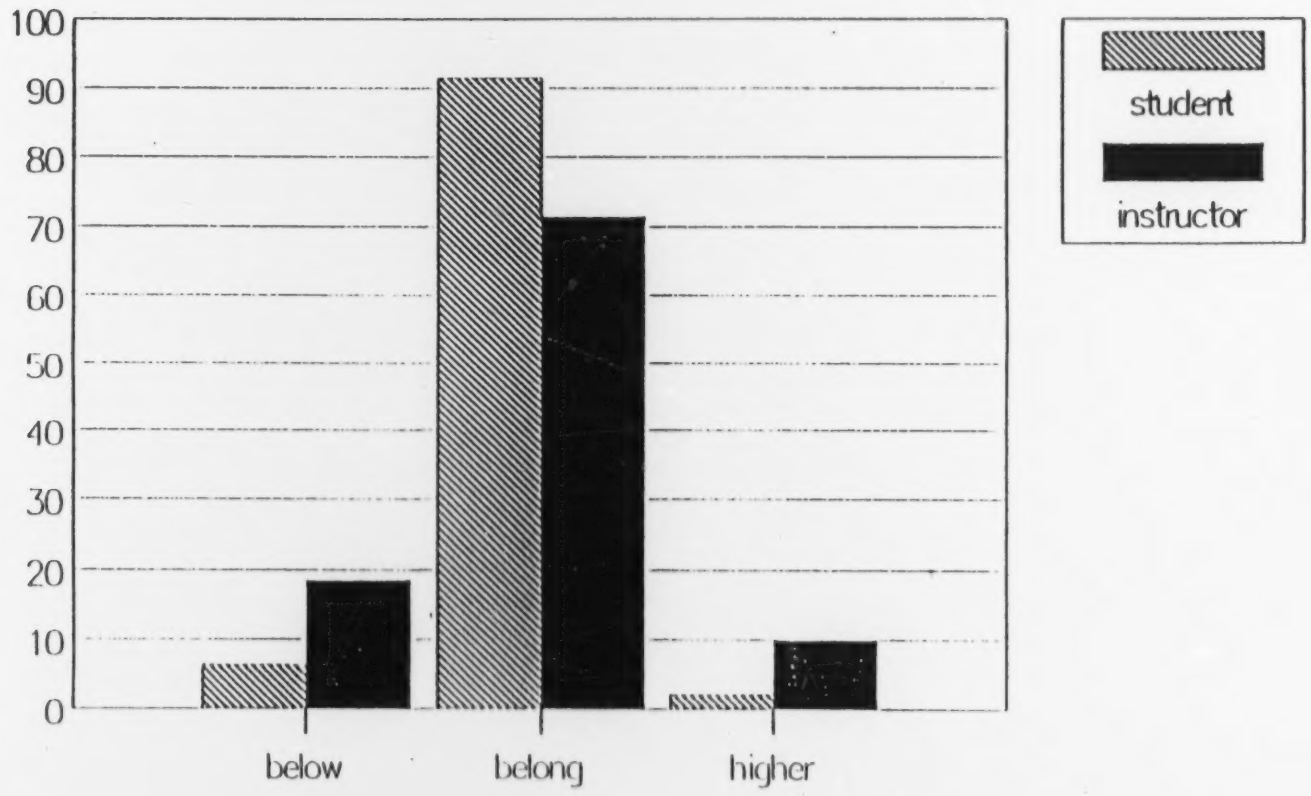


Students were asked to answer this question ONLY if the class was an English writing, reading, or math class, and an assessment test was used to place the student in the class. Faculty at Mesa College ranked 523 students.

below - should have been placed in lower level course.
belong - belong in this course.
higher - should have been placed in higher level course.

Student (N=47) and Instructor (N=70) Rating of Student Placement Accuracy

Mathematics 103 - Miramar College
Fall, 1988



Students were asked to answer this question ONLY if the class was an English writing, reading, or math class, and an assessment test was used to place the student in the class. Faculty at Miramar College ranked 70 students.

below - should have been placed in lower level course.
belong - belong in this course.
higher - should have been placed in higher level course.

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